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ABSTRACT

Vocational education specifically for women in Great Britain has a history that parallels the role of women in society. Many of the current problems of vocational training and advancement stem from the attitudes and economic conditions of the past. Until the present, vocational adult education had played varying roles in the facilitation of meaningful employment. In vocational training today in Great Britain, educators are finding that women entering the labor market have many common problems including a lack of appropriate education, a lack of employment and mobility of opportunity, and a lack of self-confidence to pursue successful careers. Successful programs for women should address all of these areas. Both bridging and vocational programs offered by a variety of sponsors in Great Britain are described. Bridging programs introduce women to the working world and to vocational opportunities before actual vocational programs are begun. Some of the vocational education for women in Great Britain has been successful in limited ways. Four major areas of need are financing, recruiting, program planning, and equal opportunity. (YLB)

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THE ROLE OF VOCATIONAL ADULT EDUCATION IN PROMOTING THE SUCCESSFUL EMPLOYMENT OF WOMEN: A BRITISH PERSPECTIVE

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VOCATIONAL EDUCATION FOR WOMEN IN GREAT BRITAIN

ABSTRACT: Vocational education specifically for women in Great Britain has a history that parallels the role of women in society. During the 1850's middle class women began to experience a change in attitude toward employment opportunities and economic conditions. In the true spirit of adult education, these women banded together formally and informally to facilitate their successful entrance into the world of paid employment. Many of the current problems of vocational training and advancement stem from the attitudes and economic conditions of the past. From that time until the present, vocational adult education has played varying roles in the facilitation of meaningful employment. Familiar problems have arisen from traditional role assumptions, educational opportunities and attitudes of employment. It is in these areas that the principles of modern adult education can be used to achieve opportunities for women that will be economically, personally and socially advantageous.

THE ROLE OF VOCATIONAL ADULT EDUCATION IN PROMOTING THE SUCCESSFUL EMPLOYMENT OF WOMEN: A BRITISH PERSPECTIVE

Vocational education specifically for the needs of women in Great Britain has a history that parallels the role of women as perceived by society. This has created few opportunities and many problems for women in salaried employment. In the past, vocational training was primarily for the role of wife and mother. (Englishwoman's, 1980) As the standards of living rose, so did the expectations of perceived roles. Women felt an obligation to devote more time and energy to household tasks and caregiving. The social responsibility of home management created a dual role for women and unique employment problems. While the services of homemaker was seen as desirable with the power structure requiring the continuation of this service, it was often found necessary during times of economic depression for women to find work outside the home as an income supplement. Women were thus employed in limited ways so that long term absence from the home was unlikely. Women were excluded not only from specific jobs but their vocational training opportunities were also limited due to the temporary nature of their employment. The result of these exclusions,

coupled with low pay and low job status, women in many occupations built up a belief of feeling of personal and gender inferiority. These social policies neglected major issues of women and work such as personal fulfillment and economic necessity. Women were often caught in a situation of frustration and underemployment due to the perceived role society had placed on women. (Blunden,1984)

The 1850's saw the beginning of a revolution in the attitudes of work among middle class women in Great Britain. Women began to rebel against the idea of limited employment options and economic dependence. The realities of economics at this time made work a necessity for about 60% of the women in Great Britain. (Reimer & Fout, 1980) Many of these working women had been raised and educated to be women of leisure and most were unable to find adequate employment. The 1860 census provides a list of professions in which women were working at this time. These forms of employment were governess, silk mercer, draper's assistant, habadasher, hosier, stationer, bookseller, millner,dress maker, schoolmistress, bookbinder, cotton, lace, and sild manufacturer, washerwoman, shoemaker, domestic servant, agricultural laborer, nurse, lunatic asylum attendant, shirtmaker and seamstress. ("Englishwoman's, 1980, p. 76) From the same census, a survey of the workhouse occupants from the age group of 15 - 55 approximately 64% were women. The reasons for this could be related directly to lack of educational opportunities, lack of vocational training leading to lower paying jobs along with the dual responsibilities of

job and home. ("Englishwoman's", 1980, p.81) As women recognized the employment problems associated with a lack of training they began to do something about it. Women who were in a financial position to do so undertook several adult education projects to improve the situation mainly in the areas of increased educational and diversified employment. These women were unexpectedly amazed at the large number of underprepared women who were seeking employment. Many individual women began writing essays and articles to increase social awareness. These women authors recognized that the power of the pen was not sufficient to overcome many of the obstacles faced by women. As a result, they began to organize into political and educational groups. In England the leading proponent of attitude and social change was the Englishwoman's Journal (1858-1865) followed by the Englishwoman's Review (1866-1910). This magazine created and recorded much of the changing opportunities for women. The goal of the magazine was the providing of valuable information for the emancipated middle class woman in the areas of economic independence, admittance to male dominated professions, participation in areas of commerce and government and the improvement of female occupations. During the 52 years of publication, the editors (all women) encouraged and provided role models and educational and career oriented information. The magazine idealized women as "responsible, self supporting, intelligent and industrious" in contrast to the prevailing notions of women. The Journal

and later the Review focused on articles of immediate relevance to women, especially concerning employment, education, and legal rights. (Englishwoman's, 1980,p.v.) In response to obvious need, the Englishwoman's Journal formed a branch called the "Society for Promoting the Employment of Women", which attempted to help in several ways. First, they established an employment register to match employees with perspective jobs. Second, they organized classes to provide women with improved vocational training. Third, they organized campaigns to promote the hiring of female employees. Fourth, they provided women with internships and employment on the staff of the Journal and the Review. A significant vocational activity was the effort to place women in bookkeeping and secretarial jobs, held almost exclusively by men at this time. Their efforts in this area were so proficient that they helped create the stereotype of the female secretary today. (Reimer et al., 1980) (Lovendaski,1986)

During the period between 1869 and 1900, the education of working class women paralleled that of men, but they were not promoted up the employment ladder in the same manner. The major problem in vocational advancement was the different views of social position between men and women. This prevailing attitude afforded men greater vocational opportunities, job mobility and greater permanence in paid employment.

Another major advancement for vocational education for women came with the establishment of "The Foundation of the North of England Council for Promoting the Higher Education of Women" in 1867. This program involved a series of public lectures for women in various cities throughout England. These lectures were the beginning of the University Extension program in England. (Hughes, 1983)

Even with the establishment of adult education organizations, programs and opportunities for women made little progress. Women still found themselves in areas of underemployment primarily due to socially perceived roles. It should be noted however, that in the early stages of industrialization, few people had the opportunity to learn highly developed mechanical, clerical or managerial skills due to the lack of organized educational systems. Most people in Great Britain were barely literate. General mechanization was the predominant feature of industry until post World War I. (Bernbaum, 1967) As industrialization became more refined, frequent introduction of new techniques became more dependent on training, experienced judgment, and upon specialized manual and intellectual skills. Schooling became a necessity but the mechanism of a relevant school system was not available until post World War I. Education became a powerful

vehicle for recognition in higher levels of society. For the first time, there was a definite connection between education and economic success.

During World War I Great Britain recognized several problems in the education system. First, the general education for all of its citizens was far behind many other European nations. Second, as a result of the war, schooling was interrupted and formal education was even less available to the common person. Third, society was beginning to recognize the ideals of humanism. Fourth, there was not a universal school system in Great Britain. School was provided locally to prepare children for the sphere in which they would spend adult life. There was rigid sexual divisions in the school system. (Reimer et al, 1980) (Bernbaum,1967)

World War I helped create a desire for education among all segments of the population, including women. As a direct result of war, there was an alteration in the occupational structure, creating increased opportunities for women. There was an increase in the national dependence on industry including expertise in science and technology. These needs only served to accentuate the deficiencies in the school system and in vocational education. The government was slow in awareness of the lack of utilization of a valuable national resource, women. (Bernbaum, 1967)

As a result of World War I the major proposed school reforms were in the fields of vocational science and technology education.

The government still was not aware of women's potential when reforms were issued in postgraduate training that would provide and educational ladder for the most talented boys in the country by which they could achieve educational and economic success. (Bernbaum, 1967) British society still perceived women in the work force as second class and temporary and that in better economic times, women would automatically return to their role of unpaid domestic servant. In 1917, the key issue against educational and vocational reform was the hostility from both employers and employees. The employees, as represented by the unions, were opposed to educational reform on the premise of lost wages. Employers rejected the concept of education beyond the age of 14 on the assumption of creating unnecessary industrial disruption. (Sherington, 1981)

The emergence of women in educational activities is a dominant feature of post World War I. In fact, during the period between the wars, the main form of adult education in Great Britain was the Women's Institutes. The success of the Women's Institutes was based on the immediate need of the country and the compliance with society's expectations. In addition to the production and preserving of food, Women's Institutes were continually increasing in numbers and scope of programs due to the major accomplishments of self organization by women in running a democratic organization

and the conducting of business in a non threatening environment. (Waller, 1956)

With the advent of World War II, education reforms became more prominent. Adult education became more global in concept and was influenced by adult programs in other countries. World War I exaggerated and aggravated the educational problems of staff shortages, poor facilities and the termination of education for employment. Schools were used for military purposes instead of for education. Male teachers were called into active duty which accentuated the problem of the lack of qualified women teachers. There was an increased opportunity for employment but only with a feeling of temporary status. World War II emphasized the connection between education and economy along with the conflict between expanding occupations and deficient education programs. The Education Act of 1944 is of special interest not only to the development of education in England but also to English women in particular. This act provided the local Further Education Units with the means to deliver vocational and technical education to those within their district. The act then combined the entire range of schooling under the Local Education Authorities so that education would be viewed as a lifelong process. As far as women were concerned, this act also stated that:"No woman having professional qualification to teach could be disbarred from taking a teaching post, or be dismissed from one for the sole reason that she was married." (Dent, 1977, p. 16.)

For two decades after World War II, women in Great Britain and the United States tended to view the role of domestic seclusion from the world of paid employment as desirable if not always possible. Traditional women's groups such as the Women's Institutes tended to reinforce this position thereby hampering vocational education programs for women. It was not until the women's movement of the 1960's and 70's that the vocational problems of women were emphasized and vocational programs for women were begun. The strict social structure as found in Great Britain hampered the successfulness of these programs for women. (Lovenduski, 1986.) Women were never completely excluded from Further Education as they once were from the universities, however, sexual discrimination in the selection of programs has been common. Women tended to enroll in low level courses often due to counseling and curriculum differences in the school system. Women have not been prepared for successful employment. The dual nature of a woman's role in society has also hampered the process of vocational education and productive employment. In a statement concerning the aims of Further Education one of the directors says:

> "The development of further education often seems a matter for men only: if ever the opportunities for men require development it is clear that when we examine the statistics for women in Further Education the wastage of talent and resources is staggering. In 1954 nearly 40% of girls aged

15 plus had ceased to receive any formal education; by the age of 19 plus 85% of the women had ceased to have any direct contact with the educational system. Many young women are in occupations where there is no provision of day-release facilities; most of the young women who are receiving Further Education beyond the statutory school-leaving age are in traditional fields such as teaching, nursing, commerce and secretarial work, cookery and domestic subjects; female talent is largely unexploited in the important fields of science and technology - fields in which in other countries women have made notable contributions." (Bratchell,1968, p.27)

The needs of specialized women's vocational education has not been as obvious as the need for men. Women' positions in society affected them in the Further Education programs in four major areas. These areas are:

1. When the interests of women and employers were the same, Further Education opportunities were provided and opportunities were increased however, most courses still included domestic training.
2. If women did not work in the sectors of the economy where Further Education was required, women then missed out on Further Education provisions that existed for workers in the paid sector. Even though this policy was restrictive, it is listed as non-intentional female discrimination.

3. If women were not employed at a skilled or supervisory position, Further Education was no available to them. These women were employed but they received no educational benefits. These benefits were reserved for supervisors and foremen, mostly men. Women were still found in the majority of the lower skilled workers and did not hold positions of authority. This perpetuated the notion that women were of less value and were incapable of responsibility or advancement.
4. If women wanted Further Education that was not considered beneficial to the local economy, there was no opportunity. The shortage of services further restricted women's opportunities. Additionally, the positions of authority in Further Education were held almost exclusively by men. (Blunden, 1984)

Adult Education in Great Britain was originally designed to combine useful knowledge with leisure activities. Adult Education's greatest impetus was from the segment of society who had been denied in some form or another, education and training-women. It is part time, fee paying, provides few grants and is used as a random time filler for many adults, especially women. It originally offered few programs of concrete vocational training. Adult Education in the United Kingdom has developed bit by bit and unevenly, mainly due to changing social and economic needs. (Hughes,1983) The major sponsors of Adult Education in Great Britain are the Local Education Authorities (LEA), established under the Education Act of 1944. The LEA offers adult education programs in many different forms such as the Further Education Colleges, Community Schools or Colleges,

Adult Education Centres or the Open University Programs. Most adult education is administered by Responsible Bodies such as the Adult Education or Extra Mural Department of universities of the Worker's Educational Association (WEA). (Hughes, 1983.)

Local groups of all kinds have always provided some form of education to meet individual needs. Women and women's organizations are part of this adult education tradition. Adult education, in theory, is flexible enough to respond to the educational needs of women at all levels of need. It ideally serves as a bridge for women entering or re-entering various areas of paid employment. Bridging programs have been used to introduce women to the working world and to the vocational opportunities available before beginning actual vocational programs. In Great Britain the bridging and vocational programs for women are administered by two main groups.

1. The Adult Education programs as sponsored by the Education Act of 1944 and administered by the LEA.
2. Manpower Services Commission is a government agency responsible for vocational training programs in the United Kingdom. In the United Kingdom this responsibility has been primarily that of the employer. In today's economy, businesses prefer to hire employees already trained. Employees are commonly trained at their own expense with the hope of finding employment based on learned skills. The Industrial Training Act of 1964 was passed as a result of national concern about key skill shortages during times of industrial growth. The idea of government funding was based on the premise that government would provide the money and the industry would supervise the training.

It was not until 1973 that the government actively entered the job training market with the passing of the Employment and Training Act. As a result the government set up the Manpower Services Commission with permission to spend public money on providing and encouraging training. (Lisle, 1985.)

In vocational training today in Great Britain, educators are finding that women entering the labor market have many common problems. These problems are a lack of appropriate education, a lack of employment and mobility opportunity and a lack of self confidence to pursue successful careers. The educator has a responsibility to address all of these areas in order to achieve a successful program for women. Vocational education programs for women preparatory for employment are recognized and sponsored in eight main areas: (1) Orientation and motivation*, (2) Compensatory, (3) Initializing, (4) Retraining, (5) Continuing, (6) Reintegration*, (7) Entry facilitation*, and (8) Vocational training. (* indicates bridging programs) (Seeland,1980)

The programs discussed in this paper are listed in Table I and are divided into two categories: (1) Provider of the program and (2) Purpose of the program (bridging or vocational). Bridging programs are used to introduce women to the working world and to vocational or opportunities before actual vocational programs are begun.

TABLE I

PROGRAM SPONSOR	TYPE	
	Bridging	Vocational
ADULT EDUCATION		
Valuing Your Experience	X	
New Opportunities for Women (NOW)	X	
Wider Opportunities For Women (WOW)	X	
Changing Experience of Women	X	
Taking Hold Of Technology	X	
Women in Science and Engineering (WISE)	X	
Further Education Programs		X
Open University		X
Haringey Women's Training and Education Centre		X
Brighton Women and Technology		X
MANPOWER SERVICES COMMISSION		
Training Opportunities Scheme		X
Open Tech Program		X
Girl Technician Program		X
Youth Training Scheme		X
Information Technology Course		X
Women In Technology (Funded by MSC & Delivered by FE)		X

BRIDGING COURSES

Valuing Your Experience - A Project for Women is a program sponsored by the Adult Education Department of Hillcroft College. In this course women are taught to evaluate their abilities, build self confidence and learn to set realistic employment goals. Employment information is also provided to reduce anxiety and increase familiarity with employment practices. This group is relatively small but the program has been considered successful. (Hartree,1986)

New Opportunities For Women (NOW) is sponsored by the Adult Education Department of Hatfield Polytechnic. This course attempted to provide role models for women if various fields of employment and to function as a support group with creche facilities and accommodating schedules. This program was discontinued due to a lack of participation. (Bruce & Kirkup, 1985) (Casling, 1986)

Wider Opportunities For Women and Work (WOW) is sponsored by the Adult Education Department of Basildon College of Further Education and funded by Manpower Services Commission. This course was established to provide information to women in the areas of employment, application, and training information along with coping skills for the dual social roles of women, to provide hands on experience and self assessment experience in long and short term career planning. (Burrow, 1985)

The Changing Experience of Women is a course offered by the Further Education Open University Program. The primary goal is to change the vocational value system of women, to teach evaluation processes and to build self confidence among women students. This program has been successful in building increased confidence among women in the technology fields and has increased women's skills in career development. Even though this is a fairly new program; and is popular among the women in Great Britain (700 participants in 1986) several problem areas have become apparent. This large group operates for individuals only so there has been no development of any support systems. The subjects covered are too broad and do not relate to the immediate needs of the students. The course is too brief and not practical (Kirkup, 1983)

Taking Hold of Technology is a bridging program sponsored by the Adult Education Department of the City Literary Institute. The goals of this program are to familiarize women with new technology using practical methods which emphasize application and to provide information about entering the different technology fields. The problems in this program are that it is pedagogically oriented, it has no hands on experience and the subjects are too general and it does not address the specific needs of the women participants. (Bruce et al., 1985)

Women's Institutes provide an important adult education bridging program. The group is organized on the premise of teaching women domestic skills. It additionally organizes women as a political group and has become a primary contributor to community education. The women who run each individual Women's Institute have the opportunity to learn business organization, bookkeeping, finance and management. The Institutes work at building confidence among the members, a wide range of skills, historical preservation and public speaking. The Women's Institutes sponsor Denman College at Abingdon in Oxfordshire specifically for the education and training of women through short away from home classes. Women's Institutes open new doors for women so those who wish may follow more advanced courses elsewhere. These courses start with friendship and lead to learning and new experiences for a better quality of life. (Stamper, 1986)

Women In Science and Engineering (WISE) was a national program sponsored by the Manpower Services Commission to bridge or introduce women to opportunities in science and engineering. It was an extremely successful advertising campaign which offered many support groups. There were no funds allocated for the training of the women recruited. It also became apparent by reviewing the application that there was still a sexual division of education and most women were undereducated for the program. (Bruce et al, 1985) (Lisle, 1985) (Changing The Experience, 1985)

VOCATIONAL PROGRAMS

Further Education Programs are programs sponsored by the Adult Education sector of Great Britain. These programs attempt to teach the skills necessary or employment, along with building self reliance and independence. These programs also attempt to increase the general knowledge and develop social skills. In these ways it is both a bridging and a vocational program but the primary purpose is vocational. (Styler, 1968) (Changing the Focus, 1985)

The Open University offers many vocational classes for women who wish to enter technological fields. These classes offer employment skills and an increase in general knowledge, but as with other Open University programs, there are no support groups and there is a lack of adequate counseling. (Burgess, 1972) (Bruce et al, 1985) (Kirkup, 1983)

Haringey Women's Training and Education Centre is another program sponsored by Adult Education. This program was set up to offer women specific training in the areas of under-representation and as a means of entrance into technical employment. The main emphasis of this program is retraining and recruiting. This program does offer many support groups, but the main problem seems to be a lack of support from prospective employers in the form of

no job opportunities. There has also been some speculation about the lack of adequate theory being taught, which tends to impede the upward mobility of women, (Bruce et al., 1985)

Brighton Women and Technology Program is a vocational program sponsored by the Adult Education LEA which uses a group discussion format for vocational training and personal career development. However, as with many groups which are structured around the discussion method, there is inadequate counseling, concrete instruction and direction. Women, in many cases, without outside intervention, tend not to participate in technological subjects. (Bruce et al., 1985)

Training Opportunities Scheme is a program offered by the Manpower Services Commission. This program offers appropriate training of retraining for the unemployed of the underemployed. This broad government program has great potential for women participants but up to this time there has been little participation and the program has been canceled. (Lisle, 1985) (Bruce et al., 1985)

Open Tech Program is a program sponsored by the Manpower Services Commission through the South Bank Polytechnique Institute. This program is set up in a similar manner as the Open University.

The courses offered are in computer technology and word processing with emphasis on business application and office automation and accounting. This course has several major problems. First, the students must purchase all equipment used in the class for home use. The cost of many of the items is prohibitive. Next, only technical aspects are taught. There is a noticeable lack of basic principles which can hamper upward mobility. Finally, there are no advanced courses offered as a follow up on the basic course. There is also a lack of support systems, including employment opportunities. (Bruce et al.,1985) (Lisle,1985)

The Girl Technician Program is sponsored by the Manpower Services Commission. This program was set up to attract women to technical training and employment. This program's intention was to demonstrate to employers the competency of women in these positions. The major problem in this program is a lack of qualified women to enter the program. (Lisle,1985)

The Youth Training Scheme is another vocational program sponsored by Manpower Service Commission. In addition to vocational training, this program is working to improve counseling to avoid stereotyping in vocational counseling. The major problem with this program is the state of the economy in Great Britain. There are few jobs available for the participants, therefore, young women see no reason to participate. (Lisle, 1985)

Information Technology Course (ITeC) is another program set up by the MSC and is technologically oriented. This program offers excellent hands on experience which in turn increases confidence among the participants. The major problems with this course are an inadequate understanding of the background technology and incomplete courses. (Bruce et al,1985) (Lisle,1985)

Women in Technology is a vocational program funded by MSC and delivered by Further Education units of Adult Education. This course offers returner skills courses and updating courses along with financial aid for women in the technical fields. There has been good participation in the class so far but there has been problems with uncooperative employers, inflexible scheduling and a lack of support groups. (Bruce et al,1985)

Some of the vocational education for women in Great Britain has been successful in limited ways. Vocational education programs for women have often been canceled due to a lack of participation. Vocational education for women has many issues which must be addressed to assure the successful participation of women in all areas of employment. Vocational training for women has four major areas of need. These areas are financing, recruiting, program planning and equal opportunity.

FINANCING

A major issue for women's vocational education is financial support. Currently the major areas of financial support are Manpower Services Commission (government support), Adult Education System (local support) and personal support as in the case of the Open Tech Program and special interest groups such as the Women's Institute support of Denman College. Employer financial support is noticeably missing for women at this time.

RECRUITING

As stated earlier in this paper, one of the major problems women face in entering the job market is self confidence in job competition. The bridging programs aid in confidence building through experience and a recognition of individual ability and talent. These bridging groups are an excellent source for recruitment not only through marketing procedures but also through personal contact.

PROGRAM PLANNING

By studying the few programs listed in this paper we may assume that the basic principles of adult education used in vocational training can be highly successful. First, these principles create a non threatening atmosphere in which women can learn. The concept of practical and immediate application of the vocational training is essential but educators should not neglect the principles of basic understanding and continuing education to avoid the creation of another generation of stereotyped female technical positions such as secretaries have been in the past. Along with this principle adult educators should add the principle of a clear cut organization and concrete goals. The small groups used in adult education are advantageous to the vocational education for women in providing an opening for discussion groups and the formation of support groups. Vocational education should continue to value and appreciate the dual roles of women in providing flexibility in teaching and scheduling along with counseling in appropriate areas of employment. The atmosphere, both physical and social should be made comfortable and friendly. With the application of the principles of adult education, vocational education for women can become more effective.

EQUAL OPPORTUNITY

Through education, social customs and barriers toward women and work need to be understood in order for all segments of society to adjust to the current economic and technological environment. Adult roles in today's society should be perceived in a different light than they were a hundred years ago. Women need adequate and realistic counseling along with appropriate education throughout the school system in order to adjust to new social roles. Support groups need to be established in the areas of education for successful entrance and continuation in the work force.

CONCLUSION

All forms of education are a product of society. Today as in the past adult occupation in Great Britain are still characterized by rigid sexual labor divisions and Further Education programs still reflect this bias. Today, Further Education for paid employment has too often become for women a substitute for employment due to the current economic conditions. Vocational education in Great Britain offers no guarantee for employment. Employers are withdrawing support from traditional types of vocational education such as apprenticeships. The Manpower Service Commission is assuming greater control over vocational training and is operating under the illusion that it is training for paid employment. Education policies are still administered mainly by men with few women in administrative positions. Vocational and educational policies of FE need to consider the seriousness of the employment problems for women. There is a "need for a more vigorous approach than the tentative start now made: by still preparing many schoolgirls for a sheltered life with the emphasis of 'suitable' female skills we may 'educate for incapability' - that is, for frustration, unemployment, and second class citizenship in a technological society.....We must now take into account women's commitment to paid employment, instability of modern marriage, and the greater convergence of men's and women's roles."(Changing the Focus, 1985,p. 16.) In Great Britain,

due to the strong social roles, no drastic change in vocational education for women is seen in the immediate future. (Blunden, 1984) "The most enlightened career advice can make little impact against the pressures on young women of their families, peer groups and some part of the media to follow traditional employment routes. Such social and cultural pressures may encourage them to opt out of the labour market at an early stage in order to marry and rear a family..and are forced to re-enter an increasingly competitive labour market at a later stage, under educated and untrained for the range of jobs suited to their capabilities." (Changing the Focus, 1985,p.8)

The experiences of the past have shown that education can never be totally denied to any group of people. When opportunities were limited or absent, it has been possible for individual women to obtain recognition for excellence. However, in a democratic society it is altogether proper for all individuals, male or female, to be educated in accordance with his or her capabilities. Women need to be made aware of problems and opportunities and be encouraged to use all available opportunities. (Brickman, 1982)

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